DOCUMENT RESUME

ED 070 250 EM 010 317

AUTHOR	Kuhlman, Charles; Wiley, William
TITLE	The "Inside/Out" Evaluation; The First Five Programs. Part I.
INSTITUTION	National Instructional Television Center, Bloomington, Ind.
SPONS AGENCY	National Instructional Television Center, Bloomington, Ind.
PUB DATE	Jul 72
NOTE	67p.; See also Volume II, EM 010 318
AVAILABLE FROM	National Instructional Television Center, Box A, Bloomington, Indiana 47401 ($4.00 for both volumes)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Affective Behavior; Affective Tests; *Course Evaluation; Discussion (Teaching Technique); Evaluation; *Evaluation Techniques; Grade 3; Grade 4; Grade 5; *Health Education; *Instructional Television; Interviews; Mental Health; Rating Scales
IDENTIFIERS	*Inside/Out; National Instructional Television

ABSTRACT

The National Instructional Television health series, "Inside/Out," is designed to assist eight-to-ten year old children and their teachers in dealing with their feelings about themselves, others, and the world around them. The programs are accompanied by classroom discussion. Three methods were used to test the effectiveness of "Inside/Out". They were 1) a specially designed classroom observation system (used by trained observers) for measuring relevant categories of teacher and student discussion following the program viewing; 2) teacher and observer questionnaires dealing with teacher and student reaction to programs and discussion; and 3) in depth interviews with small groups of school children who had viewed programs in the series but not participated in classroom discussion. The first programs presented dramatic situations on the themes of expressing emotion, death, prejudice, amount of responsibility children were given. This volume of the evaluation presents summaries of results from observers' and teachers' questionnaires; the relation of teacher ratings of their classes' ability and socio-economic level to student understanding and appreciation of the programs; teacher attitudes toward affective learning; their reactions to the programs; and the effect of teacher participation in discussion on student participation in discussion. (JK)

ED 070250

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Submitted to the National Instructional Television Center
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Bureau of Public Discussion, Division of Continuing Education
Indiana University
July, 1972

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THE "INSIDE/OUT" EVALUATION;

THE FIRST FIVE PROGRAMS.

PART I.

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ACKNOWLEDGEMENTS

We are indebted to the members of the National Instructional Television consortium and to other cooperating educational and broadcasting organizations for their generous help in arranging for broadcast times, observers and training facilities. The classroom teachers' willingness to take on a somewhat novel task on short notice under the eyes of two observers was an act of true professionalism. The observers themselves performed an arduous task willingly and well. The contribution of all these people was at least as important as our own.

We appreciate the help of Ms. Rhea Sikes of WQED in facilitating arrangements for the in depth interviews of Pittsburgh area children. Dr. Jerry Brown, Dr. Raymond Glass and Mr. Daniel Parratt were instrumental in conceptualizing and implementing the evaluation design. A special thanks to Mr. Saul Rockman of National Instructional Television for his willingness to share his methodological and administrative expertise. The special computer programs utilized for this study were prepared by Mr. Peter Clare.

Charles Kuhlman

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OVERVIEW

The National Instructional Television health series, "Inside/Out," is designed to assist eight-to-ten year old children and their teachers in dealing with their feelings about themselves, others, and the world around them. The programs in the series are but part of a large educational experience that includes post-viewing activities, both in and out of the classroom, as well as continual personal growth and development.

Three methods were used to test the effectiveness of "Inside/Out" in reaching its objectives. The first was a specially designed classroom observation system (used by trained observers) for measuring relevant categories of teacher and student discussion following the program viewing. Two general areas were of interest, the referent of the discussions (film, self in relation to the film, self or self in relation to others, and others or concepts) and the mode of the discussions (cognitive domain, affective domain, or presentation of alternatives for coping with relevant situations). The instrument was designed to register changes in the relative emphasis of these categories over time.

The second method was comprised of teacher and observer questionnaires dealing with teacher and student reaction to programs and discussions.

The third method used was in depth interviews with small groups of school children who had viewed programs in the series, but not participated in classroom discussion.

A total of eight programs (including alternate versions of three programs) were tested in ten geographically dispersed sites in late May and early June, 1972. One hundred and fifty-five classrooms, primarily of the 3rd and 4th grades, were utilized.

Results from the classroom observation system indicate that discussion in the affective areas is most prevalent, followed first by the cognitive domain and then by the presentation of alternatives. For both students and teachers, the percentage of discussion in the affective and cognitive domains declines slightly over time (though the affective areas remain highest throughout) and the percentage devoted to presentation of alternatives increases.

At the outset of the discussions both teachers and students rely heavily on the program itself as a referent (60% and 50% respectively), but the importance of the program as a direct referent declines steadily for both to 20% and 18% respectively after 15 minutes of the interaction. Discussion dealing with the self and self in relation to others rises for both teachers and students; more dramatically for the students who reach a 45% level at 20 minutes. Discussions dealing with others and concepts occupy about 35% of the teacher's time during discussion, rising to a high of 40%. Students also reach peak of 40%, but begin with a low of 12%.

Reports of observers indicate that students become attentive to the programs quickly and remain attentive and orderly. They are also attentive to discussions and take an active role in them.

Teachers report that students like the programs (54% like them, 45% like them very much) and understand them (52% understand them pretty well, 41% clearly understand them). Ninety three per cent (93%) of the classes are reported to be comfortable with a discussion of the topics dealt with in the programs.

Forty eight per cent (48%) of the teachers reported that they found it easy to discuss the feelings and emotions in the programs, and 36% found it

very easy. Ninety two per cent (92%) enjoyed working with the programs (42% enjoyed it very much) and 95% would like to work with more. Forty five per cent (45%) of the participating teachers reported that the program they saw was superior to other educational television productions they had seen, and only 3% felt that the program was of below average quality.

The attitude of the teachers toward affective education in general was found to greatly affect the ease and enjoyment with which they used the "Inside/Out" programs, and their desire to use further programs from the series. The degree of comfort with which the teachers approached the program discussions also had a noticeable effect on the rate of student participation in those discussions.

Some of the teachers were assisted by a teacher's guide. Use of the guide tends, in general, to promote discussions that are teacher directed, longer lasting, and lead to more student involvement than classrooms without a guide.

Three of the programs tested had alternate ending versions in which either narrators or the actors themselves asked questions or made statements summarizing the intent of the program and leading into discussion. Results of this evaluation indicate that programs with summary statements or questions make teachers more at ease, lead to more student involvement in and domination of discussions and promote longer discussions. These results seem to hold for the complex programs only, however, In the case of the program whose message was deemed relatively simple ("Living With Love") the alternate version ending led to shorter discussions.

With respect to certain programs, the following results are of special interest.

"How Do You Show" is a very popular program because of the high degree of activity and action involved, but the message of the program does not come through clearly. The message must, in some way, be made more explicit.

"But Names Will Never Hurt" was generally well received, but it is possible that it will attract less attention among students whose primary experience with prejudice is related to skin color and economic status rather than the language-nationality problem in the Canadian setting.

Teachers, relatively speaking, are less comfortable with "In My Memory" than with the other programs, though a strong majority of the teachers involved did enjoy working with the program. Special care should be taken when using "In My Memory" to consider its effect upon children who have recently lost a parent or sibling.

INTRODUCTION

The National Instructional Television series "Inside/Out" represents an attempt to deal with an area of learning (and life) largely neglected in the explicit curricula of American schools. While cognitive learning goals and methods are constantly redefined and developed, affective education remains generally inchoate. Affective education--learning directed at the feelings and emotions--is the object of "Inside/Out." It is a health series in the broadest significance of the term. The National Instructional Television "Inside/Out" consortium adopts the position that no strict distinction should be drawn between body and mind; indeed, it is implicitly contended that the health of the child's body is intimately interconnected with the child's ability to understand and cope with feelings toward the self and toward a growing network of others.

The programs in the series are not assumed by National Instructional Television to be autonomous and self sufficient "shows." Rather, each program is considered but one part of a larger learning package which includes most importantly the discussion subsequent to the broadcast. Furthermore, immediate one-to-one correspondence is not expected between any particular program and any specific behavioral change. The anticipated learning is expected to result from the extended exposure to thirty programs and classroom discussions, plus the interaction of this exposure with natural growth and development.

Method.

In terms of evaluation, the perspective outlined above creates difficulties if the evaluation is to take place while production is

continuing in the expectation that significant feedback can be provided. Since the five programs (three in dual versions) became available just prior to the time of the evaluation, no consideration could be given to the long-term (one year or more) effects of "Inside/Out." However, one rather critical factor could be subjected to analysis, namely the assumption that the programs would not only stimulate discussion but stimulate discussion of a particular sort--centered initially on the program itself and rapidly moving toward the child's perception of how the program's theme found expression in his or her own life.

To find out what the actual course of the discussions would be, we chose to engage in direct observation of classroom process rather than rely entirely on subjective judgements. Observations were made on a specially designed instrument keyed to the statement of objectives prepared by the National Instructional Television consultants. Two observers in each classroom recorded the verbal behaviors of both students and teacher twice each minute. Four kinds of information were sought through the use of the instrument. First, the instrument differentiated three types of statements regarded as critically significant to the success of the discussions: cognitive, affective and alternative-regarding. For the purposes of this study,"cognitive" was defined as any statement centered on matters of physical fact and on statements which related to non-affective concepts. "Affective" statements contained some reference to feelings or emotions, whether of the speaker himself or some other. The final category "alternatives" represented a subset of the other two. Any statement employing the future, conditional or subjunctive forms of discourse was scored as an "alternatives" statement. Both affective and cognitive matters could conceivably fall under this rubric. (See Part II, "Instructions for Observers" for a further explanation.)

OBSERVATION MATRIX USED IN THE CLASSROOM OBSERVATION SYSTEM

	FILM Speaker tells of objects, events, and processes in the film. No mention of self.		SELF/FILM Speaker relates self to objects, events, and processes in the film.		SELF/OTHERS Speaker makes statements about self, or self in relation to others, no mention of film.		OTHERS/CONCEPTS Speaker talks about others or abstraction, no mention of self or of film.		COGNITIVE HEALTH INFORMATION Speaker talks of health in terms of physical structure and processes.	
	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec
FACT Physical objects and events.	1.		4.		7.		10.		14.	
FEELINGS Mood, feeling and emotional states and processes.	2.		5.		8.		11.			
ALTERNATIVES Presentation of alternatives for dealing with situations.	3.		6.		9.		12.			
ZERO PARTICIPATION	13.									

CODES:

T1=Teacher 25% T2=Teacher 50% T3=Teacher 75% T4=Teacher 100% S=Student

The second kind of information captured by the observation instrument was the referent of the statements made in the discussion by both students and teacher. Four possibilities were allowed for: the program itself as referent, the speaker's self in relation to the program, the self of the speaker in relation to others and, finally, others (with no reference to self) or abstractions. Special provision was made for cognitive statements which made specific reference to traditional health education topics.

The third kind of information sought was the relative contribution, in quantitative terms, of the students versus the teacher. For every time unit, observers were asked to make a determination of the relative amount of time occupied by the comments of the teacher, on the one hand, and the students collectively on the other.

Finally, all of the above factors were linked to time. We wished to determine the sequencing of the discussions. Over time, did the character of the discussions change? It became possible to determine the relative significance of each of the aspects discussed above on a minute by minute basis.

In addition to the direct observation instrument, three questionnaires were prepared for use by each of the two observers and the teacher in each classroom. The observers questionnaire dealt with the composition of the class, the attentiveness of the students and the style of the teacher's approach. Observers were also invited to share their subjective impressions of the class reactions to the program and the discussion.

All participating teachers were asked to complete a questionnaire aimed at their reactions to the particular program they viewed and discussed with their class as well as their reactions to the utility of affective

education in general. Half of the teachers completed a second questionnaire dealing with the teacher's guide. These teachers were those who had received, prior to the broadcast, a copy of the teacher's guide in its tentative form. Since the nature of the guide was regarded by National Instructional Television as somewhat experimental, teachers' impressions of it were deemed essential information.

The bulk of the evaluation effort was put in observing the natural classroom use of the programs through a variety of lenses. As a supplement, some 200 children were interviewed in small groups by a sympathetic, non-teacher, adult outside the classroom, on the premise that in-depth pursuit of questions might reveal certain aspects of the children's perception which would be undetected by the classroom observation process. Condensed versions of those interviews appear in Part II of this report.

In conclusion, it should be noted that, although care was taken by National Instructional Television to provide a representative sample when choosing schools for this evaluation effort, the sample cannot be characterized as random. It is possible, therefore, that the data and interpretations are especially colored by peculiarities of the sample. Attempts have been made in this report to highlight special characteristics of the sample which might affect the results, but it is not possible to gain the same sense of security in interpreting the results as one derives from a random sample.

Classroom Interaction Analysis.

The following paragraphs describe the overall course of the 155 classroom discussions which followed the eight discrete programs tested (five programs, three of which were tested in dual versions). The median length of discussion came at about the 15 minute mark while the 75th percentile falls at 20 minutes. The reported percentages represent the proportion of all observations at a given point in time which fall into the designated category.

The graphs which are included in this section are smoothed versions of the graphs which appear in Part II of this report. Since they were smoothed manually, for the sake of legibility, they are somewhat inexact--thus the percentages reported in the text will not correspond precisely to the lines on the graphs. The plots, however, do accurately represent the relationship and trends through time. The data discussed below is a summarization of the observations of all observers for all classrooms for all programs. Detailed graphs of the observations for each program (and program version) are available in Part II.

Film-Self/Film-Self/Others-Others/Concepts.

At the outset of the discussions, teachers focus heavily on the program itself. This emphasis declines rapidly from 60% to 20% at the 15 minute mark. Students, too, refer heavily to the program at first, their emphasis declining from 50% to 18% after 15 minutes. Throughout the discussion, teachers make statements directly relating themselves to the program at a low and declining rate; 10% of their statements at the beginning, 5% at 15 minutes and 3% at 20 minutes might be categorized as relating the teacher

to the objects, events and processes in the film. Student comments in the same category are similarly at a low level throughout but decline more slowly over time; after an initial high of 19%, student self/film comments drop to 10% at 2½ minutes and then to 8% at 15 and 6% at 20 minutes.

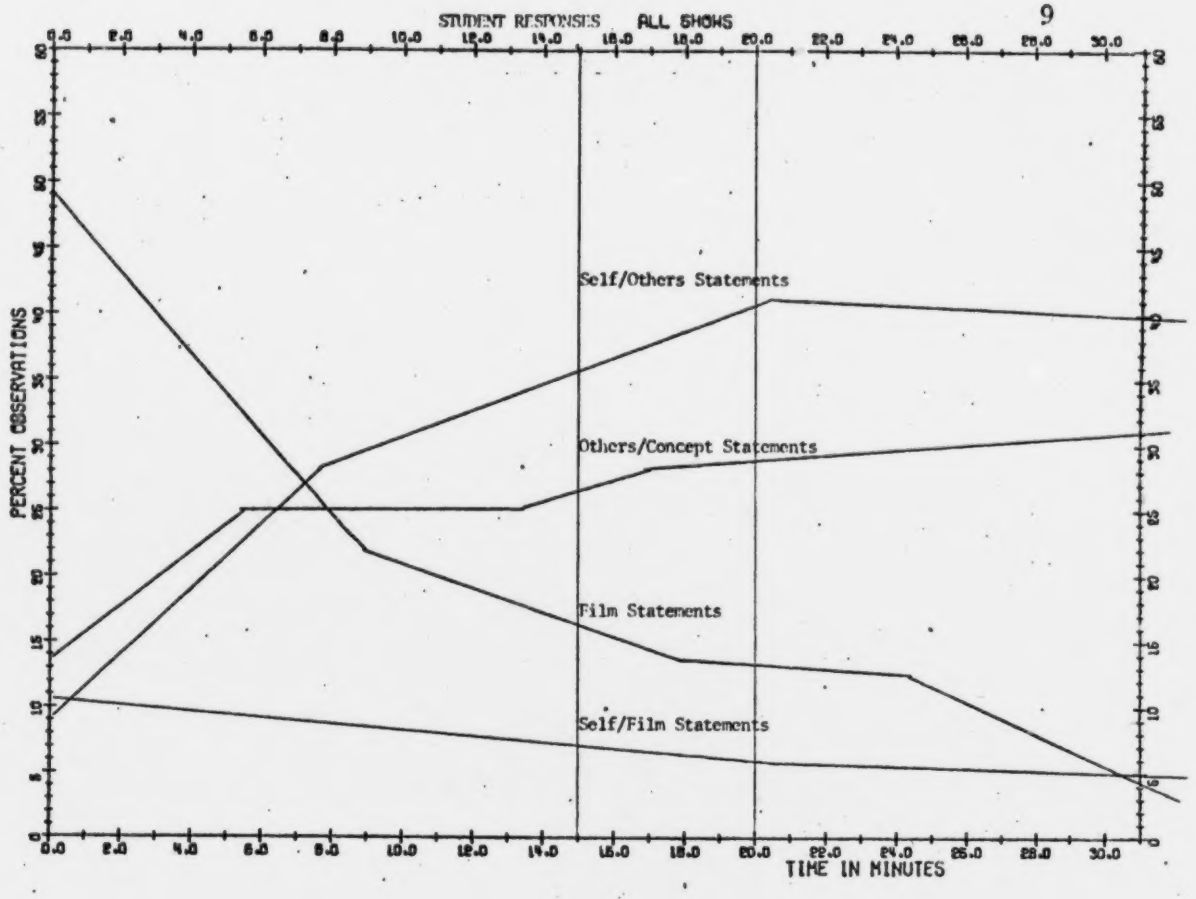
For both parties to the classroom process, the proportion of statements involving the self or the self in relation to other people increases as the discussion progresses. For students the increase is dramatically rapid; in the first seven minutes, the proportion increases from 10% to 30%. Self/others statements from students continue to increase in relative frequency to a high of 45% at 20 minutes after which there is a slight decline. Teachers increase their proportion of self/others statements from 10% to 20% at 20 minutes. Although teachers become more prone to make self-related statements the longer the discussion lasts, their propensity to do so lags far behind their students.

The final possibility provided by the observational instrument were statements referring to either abstractions or other people, things and feelings without any immedicate link to either the program or the speaker's self. For teachers, this was an important class of statements from the third minute on. About one-third of all teacher comments through the fifteenth minute fell in this category. After 15 minutes, the percentage rose to about 40% and remained steady through 30 minutes. It can be surmised with a fair degree of confidence that the bulk of the teachers' statements categorized as "others/concepts" are in the form of questions directed at the class.

Students sharply increase the relative frequency of their statements in the other/concepts category over time, from 12% at the outset to 30% at 9 minutes and to 40% at 20 minutes.

For both sutdents and teachers, it is quite clear that the films

serve as springboards for a discussion which is not tethered to the program itself. Talk about non-program matters dominates the teachers' comments after 9 minutes of discussion. Students make a similar shift two minutes earlier. By the twenty minute point, the relative importance of these categories of statements have stabilized for both students and teachers.


STUDENT RESPONSES ALL SHOWS
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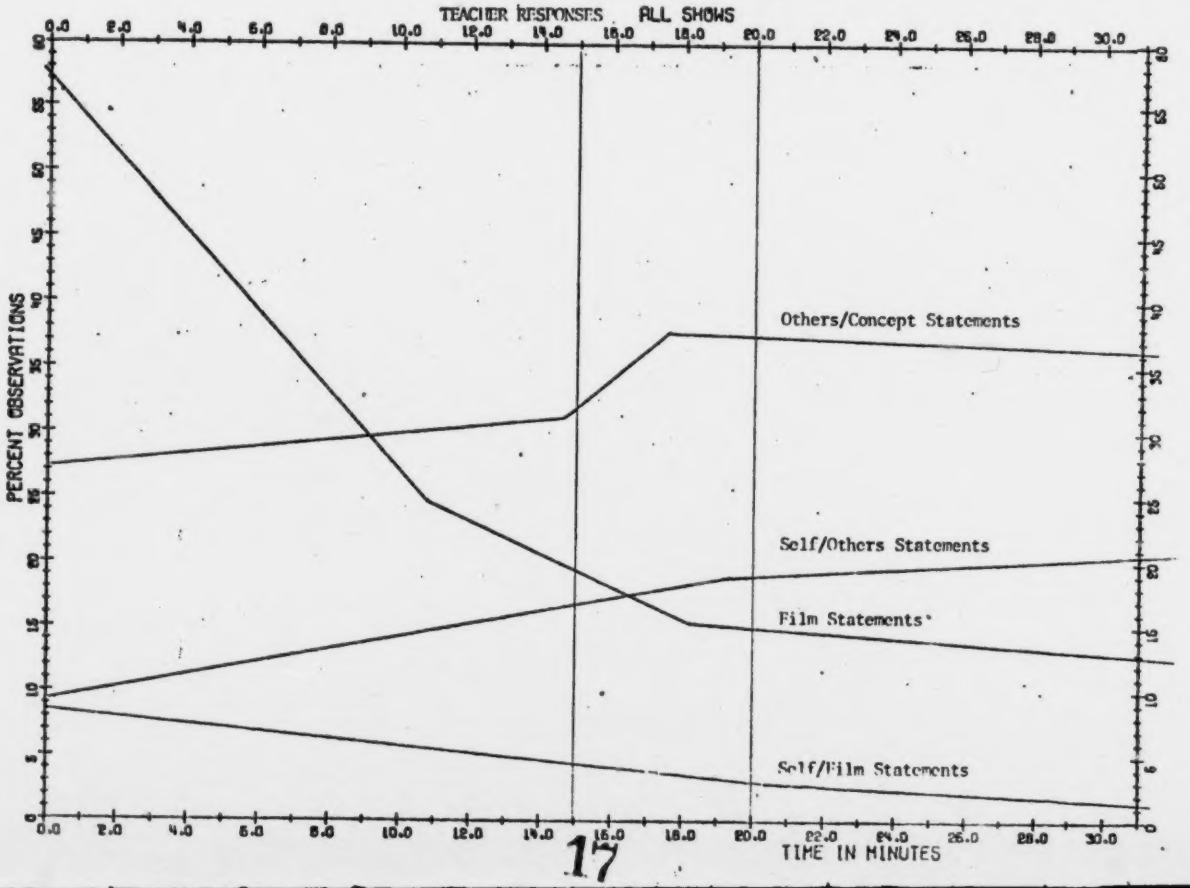
TIME IN MINUTES
Self/Others Statements
Others/Concept Statements
Film Statements
Self/Film Statements


TEACHER RESPONSES ALL SHOWS
PERCENT OBSERVATIONS
TIME IN MINUTES
Others/Concept Statements
Self/Others Statements
Film Statements
Self/Film Statements

Cognitive-Affective-Alternatives.

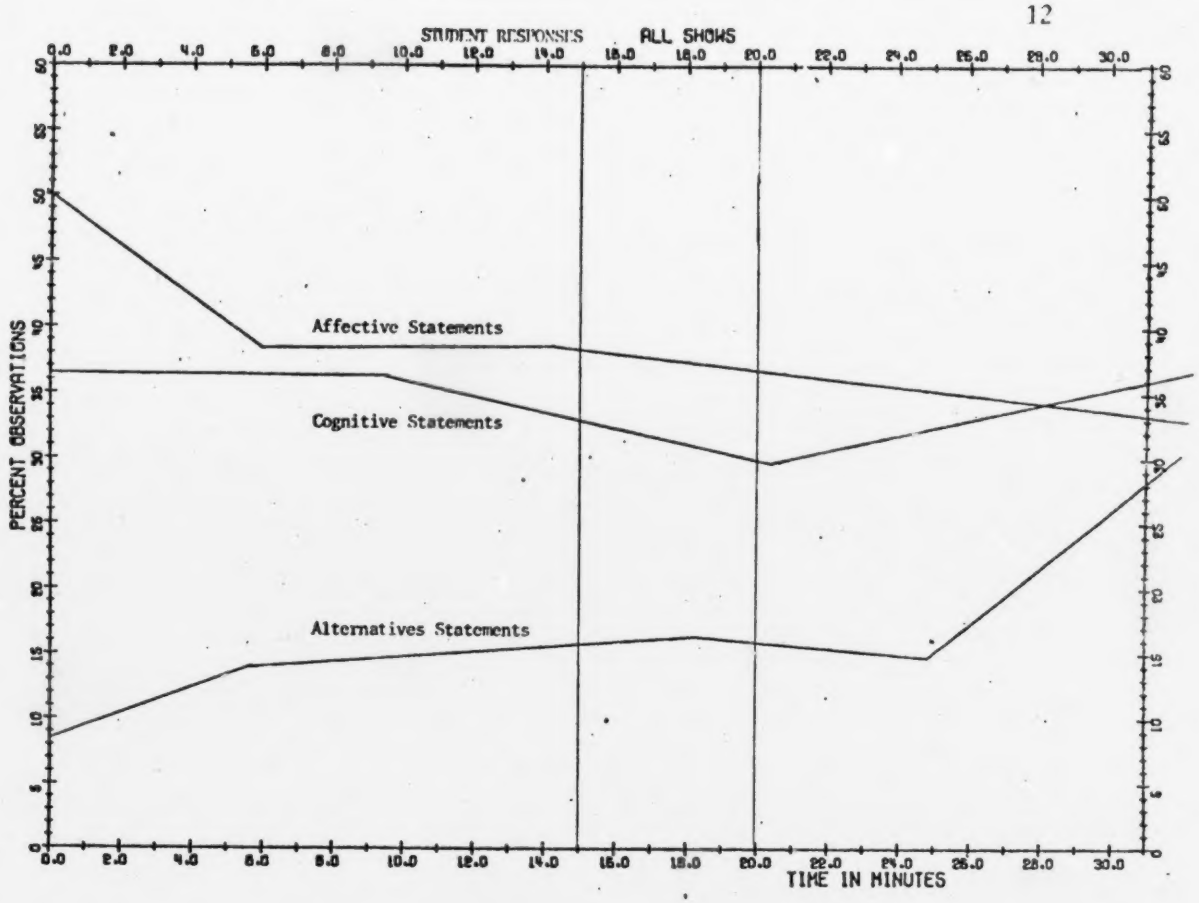
Turning to a second aspect of the classroom interaction analysis, the kind (or level) of discourse, we discover patterns which are stable throughout the course of the discussions for both students and teachers. Statements of affect are more prevalent than cognitive statements which, in turn, are more prevalent than statements which pose alternatives. This ordinal relationship holds up in the aggregate through approximately 25 minutes, at which point virtually all discussions have terminated.

At the beginning of the discussions, 45% of the teachers comments are classified as essentially affective in nature, and 40% are cognitive. These percentages decline at the same rate to the 10 minute mark where they are at the level of 35% for affective, and 30% for cognitive. Those declines are matched by a gradually increasing emphasis upon alternatives statements which rise from 10% to 15% at 10 minutes. From the 10 minute point to the 20 minute point, teachers devote a constant 35% of their comments to affect while cognitive statements continue to decline (to 25% at 20 minutes) and alternative statements continue to rise (to 20% at 20 minutes).

For students, too, affective statements predominate over cognitive and alternative statements throughout the discussions. From a high of 50% at the very beginning, affective statements decline in relative importance to 40% after 5 minutes and remain approximately at that level for the remainder of the discussions. Cognitive statements comprise 37% of the student responses till the 10 minute point after which they decline to 30% at 20 minutes. This decline matched by a rise in significance of alternative statements. From a low of 10% at the beginning, alternative statements gradually increase to a proportion of slightly more than 15% at

20 minutes.

In summary, the discussions between students and teachers following the eight tested "Inside/Out" programs are dominated by talk of an affective nature. Cognitive considerations become less and less important as the discussion wears on while discussion of alternative behaviors becomes more and more important. However, alternative statements are at every point in time less prevalent than cognitive statements which are less prevalent than affective statements.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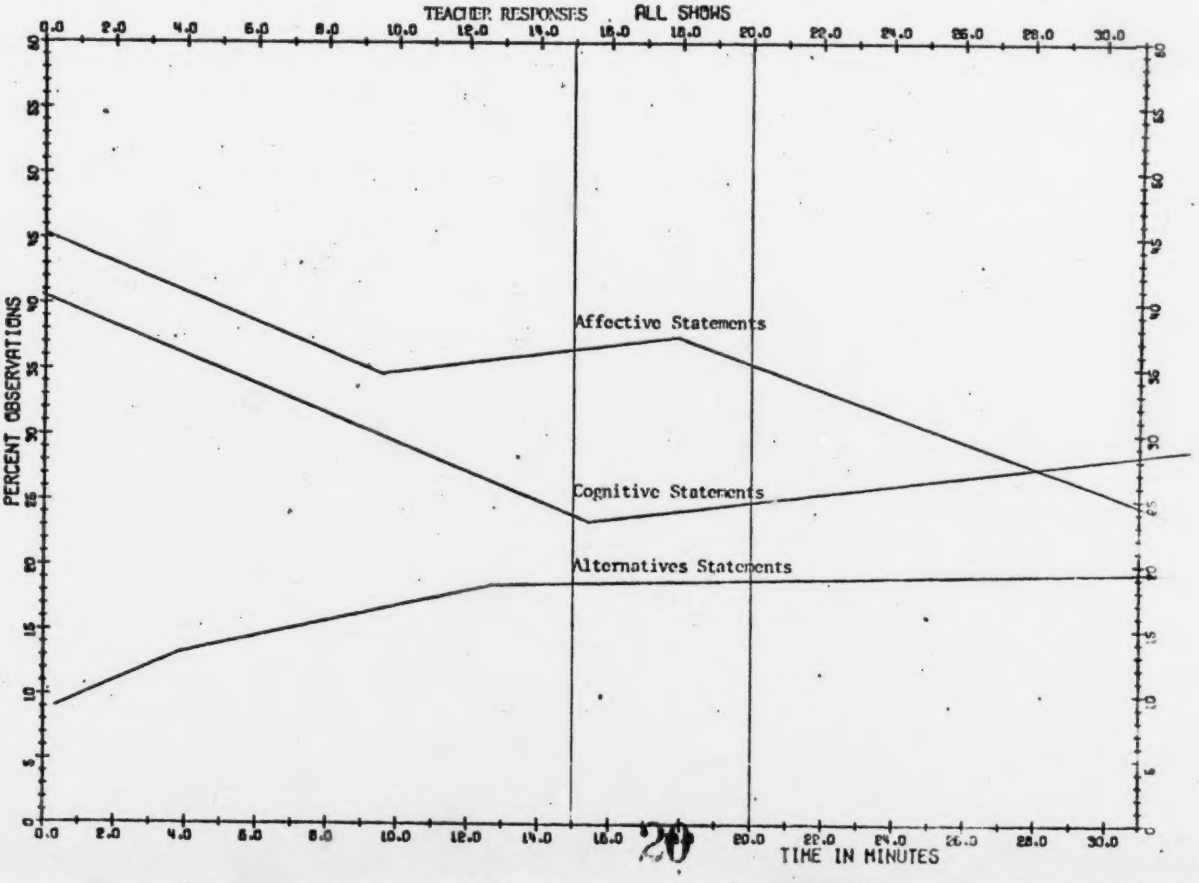
TEACHER RESPONSES ALL SHOWS
PERCENT OBSERVATIONS
Affective Statements
Cognitive Statements
Alternatives Statements
TIME IN MINUTES

RESULTS FROM THE OBSERVER QUESTIONNAIRE

In addition to rating the classroom discussions which followed viewing of the "Inside/Out" programs, observers were asked to record certain aspects of class and teacher behavior which might contribute useful information on the effectiveness of the series. The questions of the "Observer's Assessment of 'Inside/Out' Discussion" are reproduced below along with results of value and interest. Complete computer tabulated results to these questions are included in Part II of this report.

Observers were asked to note whether programs were viewed in black-and-white or in color. Of the 155 classrooms which participated in this evaluation effort, however, only seven viewed the programs in color. With such a small group of color viewers it was not useful to run any comparisons of black-and-white versus color viewers.

Questions In Order

1. What was the class doing prior to the program?

This question was included because it was felt that type of prior activity might have an effect upon class reaction to the programs. This turned out not to be the case. Those interested in the answers to this question may find them in Part II of this report.

2. How long did it take for the class as a whole to become attentive to the action of the screen?

Fifty-six per cent (56%) of the classrooms became attentive before the first minute of the program had elapsed. Another 28% became attentive by the close of the first minute, an additional 9% by the close of the second minute, another 4% by the close of the third minute, and very nearly

all of the classes were attentive by the time that five minutes had elapsed.

3. To what extent did the title sequence attract their attention?

Forty-two per cent (42%) of the observers said that title sequence strongly attracted the attention of their classes, 40% said it mildly attracted attention, only 3% said it did not attract attention, and 15% could not tell.

4. About what percentage of the classroom was continually attentive to the program?

Seventy-two per cent (72%) of the observers reported that 90% or more of the students in the class they observed were continually attentive to the program. Twelve per cent (12%) of the observers reported that 80% of the students were continually attentive. Six per cent (6%) of the observers reported 70% of the students were attentive, 5% reported 60% were attentive, and 5% reported that 50% or fewer of the students were continually attentive.

Students were most attentive to "How Do You Show"(91% of observers reported 90% or better continual attentiveness), and to "Must I, May I" (85% of observers reported 90% or better attentiveness). Students were least attentive to "In My Memory" (67% of observers reported 90% or better attentiveness) and "Names Will Never Hurt" (61% of observers reported 90% or better attentiveness).

5. How many times did the teacher have to re-establish order with one or more children during the program?

Seventy-five per cent (75%) of the teachers did not have to restore order at any time. Fourteen per cent (14%) had to restore order once, 8% twice, and 2% three times.

"Living With Love" encountered the most discipline problems, but this is a relative measure. Taken by itself, it does not appear that the teachers had a great deal of difficulty managing their classes. (See

"Observer and Teacher Comments from Questionnaires" section of this report, however, for notes on little boys' objections to displays of affection.)

6. After the program ended, did the teacher immediately begin discussing it?

This question turned out to be of little value. For results, see Part II of this report.

7. About what percentage of the class was continually attentive to the discussion?

Observers reported that in 33% of the classes, 90% or more of the students were continually attentive to the discussion. In another 17% of the classes, 80% of the students were continually attentive. In 14% of the classes, 70% of the students were reported to be continually attentive. Sixty per cent (60%) of the students were attentive in 9% of the classes. In the remaining 27% of the classes, 50% or fewer of the students were continually attentive to the discussion.

"Must I, May I" and "How Do You Show" were the programs which generated the greatest attentiveness to discussion. In each case 63% of the observers reported 80% or better continual attentiveness to discussion. For the other programs, from 41% to 47% of the observers reported 80% or better attentiveness.

8. About what percentage of the class actually took part in the discussion at least once?

"Must I, May I" rates high on this question also. Forty-nine per cent (49%) of observers said that at least 70% of the class took part in the discussion at least once. Only 37% of "How Do You Show" observers reported 70% or better participation, however. The other programs ranged from 37% up to 40% of observers reporting 70% or better participation.

Taking all the programs as a group, 41% of all observers reported 70% or better class participation. Sixty-nine per cent (69%) of all observers reported 50% or better participation.

9. Rate the teacher on the following aspects during the discussion: Tense vs. Relaxed. (Six point scale)

Six per cent (6%) of observers reported that teachers were "tense" (left extreme of scale), while 42% reported that they were "relaxed" (right extreme of scale). Seventy-five per cent (75%) of the teachers were rated in the relaxed side of this six point scale.

For some unknown reason "Must I, May I" teachers were reported as the most tense. Thirty-seven per cent (37%) of them were rated toward the tense end of the scale, as opposed to only 24% of all teachers from all programs.

10. Rate the teacher on the following aspects during the discussion: Critical of students vs. Supportive to students. (Six point scale)

Only 13% of all teachers were rated on the "critical" side of this scale. There were no noticeable differences among various programs.

11. Rate the teacher on the following aspects during the discussion: Avoided subject of films vs. Engaged subject of films. (Six point scale)

Only 16% of all teachers were rated on the avoidance side of this scale.

Teachers were least prone to avoid the subject during "How Do You Show" discussions. Eighty-one per cent (81%) of "How Do You Show" teachers are rated at the "engaged" extreme of this six point scale. For the other programs, this figure runs from 37% ("Living With Love") to 53% ("Must I, May I").

12. Rate the teacher on the following aspects during the discussion: Students dominated discussion vs. Teacher dominated discussion. (Six point scale)

In general, discussions tended to be teacher dominated. Sixty-five per cent (65%) of classrooms were rated in the "teacher dominated" half

of this six point scale, while 35% were rated in the "student dominated" half.

The most interesting result is that the long versions of all programs with two versions tend to generate more student dominated discussions. This result may be seen if we divide the six point scale into two unequal parts, the first four for the "student" side, the last two for the "teacher" side. If we then compare versions for each program, we find that the discussions generated by the short version of "In My Memory" are rated as 63% student dominated, while the long version discussions are 71% student dominated. For "Living With Love" the comparable figures are 50% and 73%, and for "Must I, May I", they are 62% and 74%. The fact that all of these differences are in the same direction indicates a definite tendency for the long versions (those with questions at the close) to lead to greater student participation in discussions.

RESULTS FROM THE TEACHER QUESTIONNAIRE

Teachers were also asked to complete a questionnaire concerning the program itself, the discussion which followed, and certain background characteristics of the students involved. These questions are reproduced below, once again with results of value and interest. Complete computer tabulated results to these questions are included in Part II of this report.

Questions In Order

1. How would you rate the intellectual ability of your students as a group?

Teachers rated 13% of all classes as above average intellectual ability, 82% as average, and 5% as below average. Classes viewing "In My Memory" had the highest percentage rated as above average (32%).

2. How would you rate the socio-economic level of your students taken as a group?

Teachers rated 10% of all classes as high socio-economic level, 78% as middle socio-economic level, and 13% as low socio-economic level. Classes viewing version two of "In My Memory" had the highest percentage rated as high socio-economic level (56%). Classes viewing version one of "In My Memory" had the greatest percentage rated as low socio-economic level (38%).

Results from the above two questions were crosstabulated against understanding and appreciation of the programs. Results may be found in another section of this report.

3. Did your students like the program?

Forty-five per cent (45%) of the students liked the program "very much," 54% "liked" them, and 2% "disliked" them. Only 8% of students viewing "In My Memory" liked it "very much," but none "disliked" it.

4. Did your students understand the meaning of the program?

Forty-one per cent (41%) of the students "clearly understood" the program they viewed, 52% "understood it pretty well," 7% "had a vague understanding," and only one classroom "did not understand it." Teachers reported that 13% of the classes which viewed "Living With Love" had only a "vague understanding" of the program.

5. Please comment on elements which they understood well or did not understand.

See "Observer and Teacher Comments from Questionnaires" section of this report for these extracted comments.

6. Were the students comfortable with a discussion of feelings and emotions?

Thirty-five per cent (35%) of the classes were "very comfortable," 58% were "comfortable," and 8% were "uneasy."

"In My Memory" caused the greatest discomfort. Twenty per cent (20%) of teachers working with this program reported that their students were "uneasy." This was true of 17% in the case of "Living With Love," version two.

7. Were the students more involved in this discussion about the program than they usually are in other classroom discussions?

Teachers reported 5% of all classes as "much more involved," 26% as "more involved," 55% as "about the same," and 13% as "less involved."

"How Do You Show" and "In My Memory," version two, came out best on this question. "How Do You Show" teachers reported 48% of their classes as "more involved." "In My Memory," version two, teachers reported 22% of their classes as "much more involved," and 33% as "more involved." "Living With Love," version two, suffered most from this question. Twenty-three per cent (23%) of these teachers reported their classes as "less involved," and 9% reported "much less" involvement.

8. How often do you discuss the topics of feelings and emotions with your class?

Forty per cent (40%) of all teachers discuss feelings and emotions "often," 52% discuss them "on occasion," 8% discuss them "rarely," and one teacher "never" discusses these topics.

This question was included to provide background information on the classes involved with the "Inside/Out" evaluation. Crosstabulations of this question with other questions are reported in another part of this report.

9. Did you find it easy or difficult to discuss the feelings and emotions involved in this program?

Thirty-six per cent (36%) of all teachers found it "very easy" to discuss the affective content of the program they viewed. Forty-eight per cent (48%) found it "easy," and 17% found it "somewhat difficult." "In My Memory" gave teachers the most trouble. Thirty-six per cent (36%) of these teachers reported it "somewhat difficult" to discuss the emotions involved with death.

10. Did the program itself make it easier for you to discuss these feelings and emotions?

Thirty-two per cent (32%) of all teachers reported that the program they watched made it "much easier" to lead a discussion. Sixty-three per

cent (63%) said the program made it "somewhat easier," 4% said the program made it "more difficult," and 1% reported the program made it "much more difficult."

An interesting result is that in all cases where there are two versions, the first, or short, version fares better on this question. For "In My Memory," version one, 31% of the teachers involved report that the program made it "much easier" to discuss the feelings and emotions involved. In the case of version two, the long version, only 11% of the teachers report that the program made the discussion "much easier." For "Living With Love" the comparable figures are 60% and 26% and for "Must I, May I" they are 58% and 7%.

11. Did you enjoy working with this program?

Forty-two per cent (42%) of all teachers "enjoyed very much" working with their program. Another 50% "enjoyed it," while 8% "did not enjoy it." Relatively speaking, "In My Memory" provides the least enjoyment to the teachers. Only 20% of these teachers report that they "enjoyed it very much," while 16% "did not enjoy it."

12. Would you like to work with more programs dealing with the topics of feelings and emotions?

Ninety-five per cent (95%) of the teachers answered that they would like to work with more programs dealing with feelings and emotions.

13. Was this discussion teacher-directed or student-directed?

Twenty-five per cent (25%) of all teachers reported that their discussions were "nearly all teacher directed." Another 57% said that the discussion was "more teacher directed than student directed." Sixteen per cent (16%) of all teachers reported that their discussion was

"more student directed than teacher directed," and only 3% reported that the discussion was "nearly all student directed."

This question was crosstabulated against question 12 in the observer questionnaire, "Rate the teacher on the following aspects during the discussion: students dominated discussion vs. teacher dominated discussion (six point scale). There was a noticeable degree of agreement between observer and teacher answers to these questions, and a chi square analysis (X^2) indicated that this degree of agreement could have occurred fewer than five times in a hundred by chance.

It was reported above that analysis of observer ratings on observer question 12 indicated that version two of all programs which had two versions led to student dominated discussion. This was not the case with teacher ratings, however. Teacher reports indicate that program version makes little difference as to whether students or teachers dominate the discussions.

Teacher reports of this question do indicate, however, that "In My Memory" leads to more student domination of discussion. Twenty-four per cent (24%) of "In My Memory" teachers reported that their discussion were "more student directed than teacher directed," while this was true of only 16% of the teachers taken as a whole.

14. Is learning about and discussing the feelings and emotions useful to students?

This question was used to gather background information on teachers, and answers were crosstabulated against answers to other questions on the observer and teacher questionnaires. Results of this procedure are reviewed in another part of this report.

Overall, 59% of the teachers feel that discussing feelings and emotions is "very helpful," 40% feel that it is "helpful," and only one teacher feels that it is "not helpful."

15. During the school year, have your students been introduced to the topics of feelings and emotions?

This was another question used to gain background information on the classes involved in this evaluation. Results were not particularly useful.

Among all teachers, 46% reported their classes were introduced to feelings and emotions "often," 48% "occasionally," 6% "rarely," and one teacher reported "never."

16. Was the vocabulary in this program suitable for the students in your class?

Two teachers reported that the vocabulary in the programs was "too advanced." All others reported that it was "suitable."

17. Judged against other educational television productions you have seen, was this program superior, average, or below average?

Forty-five per cent (45%) of the teachers reported that their program was "superior," 52% said that it was "average," and 3% said "below average."

"Must I, May I" received the highest rating. Fifty-five per cent (55%) of the teachers ranked it as "superior." "Living With Love" received 50% "superior" rankings, "How Do You Show" received 46% "superior," "In My Memory" received 38% "superior," and "But Names Will Never Hurt" received 33% "superior" rankings.

18. Was the music in this program appropriate or inappropriate?

Twenty-four per cent (24%) of the teachers felt the music was

"very appropriate," 72% felt it was "appropriate," and 4% felt it was "inapproriate."

The music was most popular in "Living With Love." Forty-three per cent (43%) of the teachers involved felt the music was "very appropriate." The music in "How Do You Show" was also well received, with 34% of the teachers rating it as "very appropriate." "Must I, May I" recorded 14% "very appropriate," "But Names Will Never Hurt" recorded 13%, and "In My Memory" recorded 5% "very appropriate."

19. In your professional judgment, was this program with discussion a successful lesson?

The program with discussion was rated 26% of all teachers as "very successful," by 66% of all teachers as "successful," by 7% of all teachers as "unsuccessul," and by one teacher as "very unsuccessful."

20. Were there any portions of this program that were inappropriate or educationally ineffective?

See "Observer and Teacher Comments from Questionnaires" section of this report for these extracted comments.

21. Were there any portions of this program that appeared to be particularly effective or meaningful?

See "Observer and Teacher Comments from Questionnaires" section of this report for these extracted comments.

22. How often are your students exposed to educational films and instructional TV?

Answers to this question did not prove to be of much value to our analysis.

23. Do you have any suggestions for improving this program and ones like it?

See "Observer and Teacher Comments from Questionnaires" section of this report for these extracted comments.

RELATION OF TEACHER RATING OF CLASS ABILITY AND SOCIO-ECONOMIC LEVEL TO STUDENT UNDERSTANDING AND APPRECIATION OF THE PROGRAMS

Ideally, the "Inside/Out" series should have equal impact on students of all levels of intellectual ability and socio-economic background. Practically this cannot be the case. In order to get some idea of the differential impact of the series on students of varying backgrounds, teachers were asked to rate their students, as a group, on intellectual ability and socio-economic level. Results of these ratings were then run against results on the questions, "Did your students like the program?" and, "Did your students understand the meaning of the program?"

Results indicate that students of lower intellectual ability like the programs more, but tend to understand them less. These relationships are not strong, however, and x^2 analysis indicates a 25% probability that they occurred by chance. Nevertheless, the results are consistent. Thirty-two per cent of the "above average" classes liked the programs "very much," while 46% of the "average" classes and 57% of the "below average" classes fell in this category. When we move down from "liked it very much" to "liked it," we find 68% of the "above average" classes, 52% of the "average" classes, and 43% of the "below average" classes.

It is evident from these figures that even though there are slight and consistent differences among classes of varying intellectual ability, there is a high level of appreciation for the programs among all classes.

VAR101 "How would you rate the intellectual ability of your students taken as a group?"
VAR103 "Did your students like the program?"

		VAR101			
	COUNT / COL PCT	ABOVE AVERAGE 1.00	AVERAGE 2.00	BELOW AVERAGE 3.00	ROW TOTAL
VAR103	1.00 LIKED VERYMUCH	6 / 31.6	56 / 47.4	4 / 57.1	66 / 45.8
	2.00 LIKED IT	13 / 68.4	62 / 52.6	3 / 42.9	78 / 54.2
	COLUMN TOTAL	19 / 13.1	118 / 81.9	7 / 4.8	144 / 100.0

CHI SQUARE = 3.02 WITH 2 DEGREES OF FREEDOM

VAR101 "How would you rate the intellectual ability of your students taken as a group?"
VAR104 "Did your students understand the meaning of the program?"

		VAR101			
	COUNT / COL PCT	ABOVE AVERAGE 1.00	AVERAGE 2.00	BELOW AVERAGE 3.00	ROW TOTAL
VAR104	1.00 CLEARLY UNDERSTD	13 / 68.4	44 / 37.0	3 / 42.9	60 / 41.4
	2.00 SOMEWHT UNDERSTD	6 / 31.6	65 / 54.6	4 / 57.1	75 / 51.7
	3.00 VAGUELY UNDERSTD	0 / 0.0	9 / 7.6	0 / 0.0	9 / 6.2
	4.00 DIDN'T UNDERSTD	0 / 0.0	1 / 0.8	0 / 0.0	1 / 0.7
	COLUMN TOTAL	19 / 13.1	119 / 82.1	7 / 4.8	145 / 100.0

CHI SQUARE = 7.82762 WITH 6 DEGREES OF FREEDOM

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The results of the crosstabulation between class intellectual ability and understanding of the series are less consistent. Sixty-eight per cent (68%) of the "above average" classes "clearly understood" the program and 37% of the "average" classes "clearly understood" it. But 43% of the "below average" classes also were rated "clearly understood." (There were only seven "below average" classes which increases the impact of individual cases which may not fit broad patterns.) Moving to "somewhat understood," we find 32% of the "above average" classes, 55% of the "average" classes, and 57% of the "below average" classes Eight per cent (8%) of the "average" classes "vaguely understood" the program.

Socio-economic level seems to be strongly related to understanding the programs and somewhat related to appreciation of the programs. Students of higher socio-economic level understand the programs more (X^2 indicated this result could occur by chance only one time in a thousand), and like them less (X^2 indicates this result could occur one time in ten by chance).

Seventy-nine per cent (79%) of the "high" socio-economic level classes clearly understood the programs, while this was true of only 39% of the "middle" and 28% of the "low" classes. Rated as "somewhat understood" were 14% of the "high" classes, 55% of the "middle," and 61% of the "low."

Thirty-six per cent (36%) of the "high" socio-economic level classes like the program "very much," while this was true of 48% of the "middle" classes and 39% of the "low" classes. Fifty-seven per cent (57%) of the "high" classes "liked it," while 52% of the "middle" classes and 56% of the "low" classes were in this category.

VAR102 "How would you rate the socio-economic level of your students taken as a group?"
VAR104 "Did your students understand the meaning of the program?"

VAR104	VAR102 HIGH (1.00)	MIDDLE (2.00)	LOW (3.00)	ROW TOTAL
1.00 CLEARLY UNDERSTD	11	43	5	59
	78.6	39.1	27.8	41.5
2.00 SOMEWHT UNDERSTD	2	60	11	73
	14.3	54.5	61.1	51.4
3.00 VAGUELY UNDERSTD	1	7	1	9
	7.1	6.4	5.6	6.3
4.00 DIDN'T UNDERSTD	0	0	1	1
	0.0	0.0	5.6	0.7
COLUMN TOTAL	14	110	18	142
	9.9	77.5	12.7	100.0

CHI SQUARE = 16.81333 WITH 6 DEGREES OF FREEDOM

VAR102 "How would you rate the socio-economic level of your students taken as a group?"
VAR103 "Did your students like the program?"

VAR103	VAR102 HIGH (1.00)	MIDDLE (2.00)	LOW (3.00)	ROW TOTAL
1.00 LIKED VERYMUCH	5	53	7	65
	35.7	47.7	38.9	45.5
2.00 LIKED IT	8	58	10	76
	57.1	52.3	55.6	53.1
3.00 DISLIKED IT	1	0	1	2
	7.1	0.0	5.6	1.4
COLUMN TOTAL	14	111	18	143
	9.8	77.6	12.6	100.0

CHI SQUARE = 7.74913 WITH 4 DEGREES OF FREEDOM

TEACHER ATTITUDES TOWARD AFFECTIVE LEARNING AND TEACHER REACTIONS TO "INSIDE/OUT" PROGRAMS

The effectiveness of the "Inside/Out" series depends both upon the quality of the programs themselves and upon the manner in which they are used by the teachers. The manner in which the teachers treat the programs will depend in great measure upon the teacher's basic attitudes toward affective learning as a part of the curriculum.

In order to gain some idea of how the teachers felt about affective learning, they were asked, "Is learning about and discussing feelings and emotions helpful to students?" Answers to this question were then crosstabulated with several other questions relating to the program with which the teacher dealt.

One of these other questions was, "Did you find it easy or difficult to discuss the feelings and emotions involved in this program?" Among those who felt that learning about feelings and emotions was "very helpful," 43% found it "very easy" to work with the program, and 41.7% found it "easy." Among those who felt that learning about feelings and emotions was "helpful," only 24% found it "very easy" to work with the program and 59% found it "easy." The X^2 computed on this crosstabulation indicated that these results could have occurred by chance only five times in a hundred.

A second question was, "Did you enjoy working with this film?" Among those who felt learning about feelings and emotions was "very helpful," 56% enjoyed working with the program "very much." Among those who felt learning about feelings and emotions was just "helpful," only

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"
VAR109 "Did you find it easy or difficult to discuss the feelings and emotions involved in this program?"

		VAR114			
	COUNT / COL PCT	VERY HELPFUL	HELPFUL	NOT HELPFUL	ROW TOTAL
		1.00	2.00	3.00	
VAR109					
	1.00	36	14	0	50
VERY EASY		42.9	24.1	0.0	35.0
	2.00	35	34	0	69
EASY		41.7	58.6	0.0	48.3
	3.00	13	10	1	24
DIFFICULT		15.5	17.2	100.0	16.8
	COLUMN TOTAL	84	58	1	143
		58.7	40.6	0.7	100.0

CHI SQUARE = 10.53924 WITH 4 DEGREES OF FREEDOM

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"
VAR111 "Did you enjoy working with this film?"

		VAR114			
	COUNT / COL PCT	VERY HELPFUL	HELPFUL	NOT HELPFUL	ROW TOTAL
		1.00	2.00	3.00	
VAR111					
	1.00	46	14	0	60
VERY MUCH		54.1	24.6	0.0	42.0
	2.00	36	35	0	71
ENJOYED		42.4	61.4	0.0	49.7
	3.00	3	8	1	12
DID NOT ENJOY		3.5	14.0	100.0	8.4
	COLUMN TOTAL	85	57	1	143
		59.4	39.9	0.7	100.0

CHI SQUARE = 25.07886 WITH 4 DEGREES OF FREEDOM

25% enjoyed working with the program "very much." Only 3.5% of those who felt learning about feelings was "very helpful" did not enjoy working with the program, while 14% of those who felt learning about feelings was "helpful" did not enjoy working with the program. The X^2 computed on the crosstabulation from which these figures are drawn indicated that these results could have occurred by chance only one time in a thousand.

A third question was, "Would you like to work with more programs dealing with the topics of feelings and emotions? Only seven teachers said that they would not like to work with more, and all of them had answered that learning about feelings is "helpful" rather than "very helpful." The X^2 computed on this crosstabulation indicated that the probability of chance occurrence of this result was only five in a thousand.

A fourth question was, "Were the students comfortable with a discussion of feelings and emotions?" Forty-two per cent (42%) of those who had said that learning about feelings was "very helpful" said that their students were "very comfortable," while this figure was only 24% for those who said such learning was "helpful." Forty-nine per cent (49%) of those who had said that learning about feelings was "very helpful" reported that their students were "comfortable," while 69% of those who had said learning about feelings was "helpful" reported their students as "comfortable." X^2 analysis indicated that there was less than a 25% chance that these results could occur by chance.

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"
VAR106 "Were the students comfortable with a discussion of feelings and emotions?"

		VAR114			
	COUNT / COL PCT	VERY HELPFUL 1.00	HELPFUL 2.00	NOT HELPFUL 3.00	ROW TOTAL
VAR106					
1.00 VERY COMFRTBL		35 / 42.2	14 / 24.1	0 / 0.0	49 / 34.5
2.00 COMFORTABLE		41 / 49.4	40 / 69.0	1 / 100.0	82 / 57.7
3.00 UNEASY		7 / 8.4	4 / 6.9	0 / 0.0	11 / 7.7
COLUMN TOTAL		83 / 58.5	58 / 40.8	1 / 0.7	142 / 100.0

CHI SQUARE = 6.32158 WITH 4 DEGREES OF FREEDOM

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"
VAR112 "Would you like to work with more programs dealing with the topics of feelings and emotions?"

		VAR114			
	COUNT / COL PCT	VERY HELPFUL 1.00	HELPFUL 2.00	NOT HELPFUL 3.00	ROW TOTAL
VAR112					
1.00 YES		84 / 100.0	49 / 87.5	1 / 100.0	134 / 95.0
2.00 NO		0 / 0.0	7 / 12.5	0 / 0.0	7 / 5.0
COLUMN TOTAL		84 / 59.6	56 / 39.7	1 / 0.7	141 / 100.0

CHI SQUARE = 11.18064 WITH 2 DEGREES OF FREEDOM

Finally, the teachers were asked, "How often do you discuss the topics of feelings and emotions with your class?" Fifty-one per cent (51%) of those who had said that learning about feelings is "very helpful" reported that they discussed feelings with their class "often," while this figure was only 25% for those who had said that learning about feelings was just "helpful." Forty-three per cent (43%) of the teachers who had said that learning about feelings is "very helpful" reported that they discussed feelings with their students "on occasion," while this figure was 65% for those who had said that such learning was "helpful." The X^2 for this crosstabulation could have occurred by chance only once in a thousand times.

As a measure of the effect of previous classroom experience upon student reactions to "Inside/Out," answers to "How often do you discuss the topics of feelings and emotions with your class? was crosstabulated with answers to "Were the students comfortable with a discussion of feelings and emotions?" Forty-six per cent (46%) of the teachers who discussed feelings with their students "often" reported that their students were "very comfortable" with the "Inside/Out" discussion, while only 28% of the teachers who discussed feelings with their students "on occasion" reported this result. Only 2% of the teachers who "often" discussed feelings with their classes said that their students were "uneasy" with the "Inside/Out" discussion, while this was the case with 11% of the teachers who only discuss feelings with their classes "on occasion," and 20% of the teachers who "rarely" discuss feelings. X^2 analysis indicated that these results could have occurred less than one time in ten by chance.

If we assume that answers to, "Is learning about and discussing feelings and emotions helpful to students?" indicate teacher attitudes which existed prior to viewing an "Inside/Out" program, then it is clear that prior opinions of teachers have a marked impact on their attitudes toward the series. The fact that there is a high degree of association between this question and "How often do you discuss the topics of feelings and emotions with your class?" indicates that we probably are dealing with a pre-existing attitude.

But even if teacher attitudes toward affective education are, in part, formed through exposure to the "Inside/Out" series, the fact remains that these attitudes will have a great effect upon series utilization, and quality of utilization.

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"

VAR108 "How often do you discuss the topics of feelings and emotions with your class?"

		VAR114			
	COUNT / COL PCT	VERY HELPFUL 1.00	HELPFUL 2.00	NOT HELPFUL 3.00	ROW TOTAL
VAR108					
1.00 OFTEN		43 / 50.6	14 / 24.6	0 / 0.0	57 / 39.9
2.00 ON OCCASION		37 / 43.5	37 / 64.9	0 / 0.0	74 / 51.7
3.00 RARELY		5 / 5.9	5 / 8.8	1 / 100.0	11 / 7.7
4.00 NEVER		0 / 0.0	1 / 1.8	0 / 0.0	1 / 0.7
	COLUMN TOTAL	85 / 59.4	57 / 39.9	1 / 0.7	143 / 100.0

CHI SQUARE = 22.76969 WITH 6 DEGREES OF FREEDOM

VAR108 "How often do you discuss the topics of feelings and emotions with your class?"
VAR106 "Were the students comfortable with a discussion of feelings and emotions?

		VAR108				
	COUNT / COL PCT	OFTEN 1.00	ON OCCASION 2.00	RARELY 3.00	NEVER 4.00	ROW TOTAL
VAR106						
1.00 VERY COMFRTBL		26 / 45.6	21 / 28.0	2 / 20.0	1 / 100.0	50 / 35.0
2.00 COMFORTABLE		30 / 52.6	46 / 61.3	6 / 60.0	0 / 0.0	82 / 57.3
3.00 UNEASY		1 / 1.8	8 / 10.7	2 / 20.0	0 / 0.0	11 / 7.7
COLUMN TOTAL		57 / 39.9	75 / 52.4	10 / 7.0	1 / 0.7	143 / 100.0

CHI SQUARE = 11.27545 WITH 6 DEGREES OF FREEDOM

THE EFFECT OF TEACHER PERFORMANCE IN DISCUSSION UPON STUDENT PARTICIPATION IN DISCUSSION

Classroom observers were requested to rate participating teachers on several six point continua describing the teacher's classroom behavior. Among these continua were: Tense vs. relaxed, critical of students vs. supportive to students, and student-dominated discussion vs. teacher-dominated discussion. The results on these continua scores were then crosstabulated against observer ratings of the percentage of students in each class which actually took part in the discussion at least once. The results on each of these crosstabulations strongly indicate that the behavior of the teacher has a great effect on the percentage of children who will take part in an "Inside/Out" discussion.

The X^2 statistic was computed for each crosstabulation. In each case, an association was found which could have occurred by chance only once in a thousand times. In other words, there can be little doubt that the associations found in these crosstabulations resulted from interaction between the factors investigated, and not by chance.

The results indicate that relaxed and supportive teachers promoted greater participation in the discussion, and teachers who tended to allow the students to dominate the discussion promoted greater participation.

For example, from among those classes in which the teacher was rated as very tense, 69% had a student participation rate of 30% or less, while only 19% had a student participation rate of 70% or more. But among those classes in which the teacher was rated as very relaxed, only 11% had a student participation rate of 30% or less, while 51% had a student participation rate of 70% or more.

Among those classrooms in which the teacher was rated as very critical, 64% had a participation rate of 30% or less, while 36% had a participation rate of 70% or more. Among those classrooms in which the teacher was rated as very supportive, only 12% has a student participation rate of 30% or less, while 50% had a rate of 70% or more.

When observers indicated by their rating that students dominated the discussion, only 8% of the classes had a participation rate of 30% or less, while 75% had a participation rate of 70% or more. But when observers rated the teachers as dominant in the discussion, 49% of such classrooms ha a participation rate of 30% or less, while only 20% had a student participation rate of 70% or more.

VAR009 "Rate the teacher on the following aspects during the discussion." (Tense--Relaxed)
VAR008 "About what percentage of the class actually took part in the discussion at least once?"

XVAR008	COUNT / COL PCT	VAR009 1.00 VERY TENSE	2.00	3.00	4.00	5.00	6.00 VERY RELAXED	ROW TOTAL
1.00		11	7	6	5	11	13	
30 PCT OR LESS		68.8	30.4	20.7	17.9	16.4	11.1	
2.00		2	9	15	14	32	44	
40 PCT TO 60 PCT		12.5	39.1	51.7	50.0	47.8	37.6	
3.00		3	7	8	9	24	60	
70 PCT UP		18.7	30.4	27.6	32.1	35.8	51.3	
COLUMN TOTAL		16	23	29	28	67	117	
		5.7	8.2	10.4	10.0	23.9	41.8	

CHI SQUARE = 40.17556 WITH 10 DEGREES OF FREEDOM

VAR009 "Rate the teacher on the following aspects during the discussion." (Critical of students--Supportive to students)
VAR008 "About what percentage of the class actually took part in the discussion at least once?"

XVAR008	COUNT / COL PCT	VAR010 1.00 VERY CRITICAL	2.00	3.00	4.00	5.00	6.00 VERY SUPPORTV	ROW TOTAL
1.00		7	2	12	6	10	16	
30 PCT OR LESS		63.6	50.0	54.5	18.7	12.5	12.3	
2.00		0	1	7	15	43	49	
40 PCT TO 60 PCT		0.0	25.0	31.8	46.9	53.8	37.7	
3.00		4	1	3	11	27	65	
70 PCT UP		36.4	25.0	13.6	34.4	33.8	50.0	
COLUMN TOTAL		11	4	22	32	80	130	
		3.9	1.4	7.9	11.5	28.7	46.6	

CHI SQUARE = 50.39339 WITH 10 DEGREES OF FREEDOM

VAR012 "Rate the teacher on the following aspects during the discussion." (Students dominated discussion--Teacher dominated discussion)
VAR008 "About what percentage of the class actually took part in the discussion at least once?"

VAR008	COUNT / COL PCT	VAR012 STUDENT DOMINATE 1.00	2.00	3.00	4.00	5.00	6.00 TEACHER DOMINATE	ROW TOTAL
1.00		2	3	5	5	13	24	52
30 PCT OR LESS		8.3	11.1	10.6	6.5	24.5	49.0	18.
2.00		4	9	20	36	29	15	1
40 PCT TO 60 PCT		16.7	33.3	42.6	46.8	54.7	30.6	4
3.00		18	15	22	36	11	10	1
70 PCT UP		75.0	55.6	46.8	46.8	20.8	20.4	40.
COLUMN TOTAL		24	27	47	77	53	49	2
		8.7	9.7	17.0	27.8	19.1	17.7	100.

CHI SQUARE = 62.88188 WITH 10 DEGREES OF FREEDOM

TEACHER'S GUIDE

Although the evaluation was not designed primarily to measure the impact of the teacher's guide on teacher and student attitudes and behavior, certain questions evoked rather divergent responses from guide users as opposed to non-guide users. Approximately half of the teachers were provided with the preliminary edition of the teacher's guide; the actual number who both had the guide and responded to the questionnaire was 70. Seventy-seven teachers without a guide available to them also responded.

Teachers with guides were slightly more prone to describe their pupils as "very comfortable" in the discussion of feelings and emotions. They were also slightly more likely to describe them as "uneasy." The non-guide teachers rated their students as "comfortable" more often than guide teachers. This somewhat confusing result (which incidentally is statistically significant at the .10 level, X^2 test) may be attributable to the greater deliberateness induced by the guide. When the guide is used, teachers may be more prone to "follow the script," a tactic which may in some cases be very successful or may be very unsuccessful, but in any case is less likely to produce the essentially neutral response at "comfortable."

Indeed, guide teachers reported that their students were more involved than usual in the post-program discussions. Twenty per cent (20%) of the non-guide teachers reported either "much more involvement" or "more involvement"; the guide teachers reported 42% in the same two categories. (Significance level of .10, X^2 test.) According to the records of

discussion duration submitted by the classroom observers, 37% of the guide classrooms held discussions exceeding 20 minutes in length while only 21% of the non-guide classrooms held comparably long discussions.

By the accounts both of the teachers themselves and the observers, 10% more of the guide-equipped classrooms were dominated by the teacher in the discussions rather than the students.

The message is quite clear. Provision of a teacher's guide arms the teacher to conduct longer, more directed discussions.

GEOGRAPHIC LOCATION AND IMPACT OF "BUT NAMES WILL NEVER HURT"

The Canadian setting of the program on prejudice, "But Names Will Never Hurt" is unfamiliar to most American school schildren, as is the conflict between Anglo-Canadians and French-Canadians. For this reason it is important to speculate upon the impact of this program in areas where children are more familiar with prejudice involving other racial and ethnic groups.

Since the program was tested both in Toronto and in San Jose, it offered an opportunity for measurement of impact in "familiar" and "unfamiliar" territory. We might expect that students in Toronto would be more familiar with the problems depicted in the program than students in San Jose who would more likely be exposed to racial tension involving blacks, Chicanos, and whites. Thus Toronto students might be able to better understand the program than San Jose students.

We examined the teacher and observer questionnaires from these two test sites, crosstabulating test site with every question on each questionnaire. A chi square (X^2) was run on each resultant table. The probability of chance occurance of these chi squares will be reported in the following text.

The results are somewhat confusing, there being apparent disagreement between teacher and observer assessments of what occurred. With respect to background factors, there were no significant differences in teachers' assessments of class intellectual capabilities or social-economic level in the two cities. Teacher ratings in the two cities further indicated no significant differences in degree of student understanding of the program,

liking for the program, or being comfortable with a discussion of the feelings and emotions in the program. Neither were there any significant differences when the teachers in the two cities rated themselves on whether they found it easy or difficult to discuss the feelings and emotions in the program, and whether or not the program made it easier to discuss these feelings.

Observer assessments in the two cities indicated, however, that classes in San Jose took more time to become attentive to the program ($p=.001$), were less continually attentive to the program ($p<.25$), and that teachers in San Jose had to re-establish order more often ($p<.25$). During the discussions following the program, classes in San Jose were less attentive ($p<.005$), percentage of class participation was less ($p<.25$), teachers were more tense ($p<.05$), and teachers tended to be more dominant ($p<.25$).

Surprisingly, teachers in Toronto were more likely than teachers in San Jose to say that their students were "less involved" in the "Inside/Out" discussion than in other classroom discussions.

It is difficult to say with assurance why classes in San Jose were less attentive to the program and discussion than those in Toronto. On other counts, San Jose students should have done just as well or better than Toronto students. San Jose students discuss emotions and feelings more often than do Toronto students ($p<.10$) and are exposed more often to I T V than Toronto students ($p=.05$). Perhaps there is a difference in the way the two school systems administer discipline, or perhaps the relative tenseness of the teachers in San Jose was a cause rather than an effect of student inattention.

But we do have strong suspicions that the reason for the difference between the two cities is the inability of San Jose students to understand and relate to the Canadian ethnic and geographic setting.

Teachers in San Jose were prone to make critical comments on the geographic and ethnic setting of "But Names Will Never Hurt" and to suggest that the use of different racial and socio-economic situations would help their students' understanding and appreciation of the program. (See "Observer and Teacher Comments from Questionnaire" section of this report.) Toronto teachers made several comments that their students could not understand the Ottawa-Hull situation, and one commented that the students did not understand language as a source of prejudice. But this type of comment was less prevalent among Toronto teachers than among San Jose teachers, and Toronto teachers did not suggest the use of Chicanos and blacks to illustrate prejudice.

In summary then, teacher answers to most questions showed no significant differences in student appreciation and understanding of the program in the two cities, but San Jose teachers were prone to suggest that the ethnic and geographic setting was not appropriate for San Jose students. Observer answers indicated that San Jose students were less attentive to program and discussion than were Toronto students. There is good reason to suspect that the relative inattentiveness of San Jose students was due to their inability to identify with the Canadian situation.

DIFFERENCES BETWEEN PROGRAM VERSIONS

Three of the five programs included in this evaluation were produced in two slightly different versions: "Must I, May I," "Living With Love," and "In My Memory." In the alternate versions (also referred to as version 2 or the augmented version) the sound-track plus freeze-frames focussed the central concern of the program in the closing minute of the program. The question posed by NIT is whether version 2 would be more effective in stimulating the teacher and the class into a meaningful discussion. The following analysis of data categorized by program version may shed some light on the question. (See Part II, "Program Version Differences," for supporting statistics.)

Generally the responses to the observers' and teachers' questionnaires reflected little difference between versions. The variations discussed below are for the most part not statistically significant, i.e., there is a high probability that the same result could have occurred by chance.

In My Memory.

According to the data submitted by the classroom observers, the augmented version of "Memory" elicited somewhat less participation in discussion from viewing children than the shorter version. Ten per cent more of the short version classrooms had participation rates higher than 60%.

However, the teachers were reported as more relaxed in discussing version 2 than version 1; on a six-point scale ranging from "Tense" (0) to "Relaxed" (6), 83% of the version 2 teachers fell into categories 5 and 6 compared to 60% of the version 1 teachers. At the same time, the version 2 teachers were more likely to avoid the central theme of the program-- in

this case the reality of a family death in the life of a 3rd or 4th grade child. Dichotomizing at the midpoint of a six-point avoidance-engagement scale, 30% of the version 2 teachers fell on the "avoided subject" end compared to 13% for the version 1 teachers.

Version 1 teachers, speaking for themselves and their experience with the programs, were more prone to say that the program made it easier to discuss the emotions and feelings related to death. This result may in part be attributable to some teachers' greater willingness to say that they found the theme of death generally difficult to tackle in discussion.

According to teachers' reports students "liked" both versions equally well, yet there remain some interesting differences in student response. Fewer version 2 classroom observers reported the teacher as the dominant influence in the discussion. Twenty-nine per cent (29%) of the version 2 classrooms were reported at the two most extreme values of the teacher end of a six point "teacher dominated-student dominated" discussion scale. In contrast, 37% of the short version (version 1) classrooms were reported as teacher-dominated. Bolstering this finding, teachers report that the children viewing version 2 understood the program better and were more involved in the discussion than the children who saw version 1. The version 2 children were also reported by their teachers as somewhat more ill-at-ease than the version 1 watchers, a plausible enough result given the highly charged nature of the program's subject.

Living With Love.

Like "In My Memory," the lengthier version of "Living With Love" provoked somewhat less participation in discussion than did the short

version. More children took part in the discussion following the version lacking the pointed ending: 62% of the version 1 classrooms had participation rates of 60% or higher as opposed to 45% of the version 2 classrooms.

Again, as in the case of "In My Memory," the classroom observers report the teachers in long version classrooms in the aggregate as somewhat more relaxed. About 10% more of the version 2 teachers than version 1 fell into the two most extreme (relaxed) categories of a six point "tense-relaxed" scale. Teachers in both groups were equally able to come to grips with the central content of the program as measured by the "avoidance-engagement" scale.

Although, by the teachers' account, pupils viewing and discussing each version were, in general, equally favorable to the program, version 2 students were both slightly more at ease and slightly less involved in the discussion than their version 1 counterparts. Thirty per cent (30%) of the long version classrooms were described as "very comfortable" in discussion of "Living With Love" feelings and emotions, compared to 13% for the short version. Thirty two per cent (32%) of the version 2 classrooms were less involved in the discussion than usual compared to 7% for version 1 classes.

Perhaps as a result of the higher degree of involvement of the short version classes, teachers of these classes felt that their students understood the meaning of the program more than the version 2 classes. Two-thirds of the version 1 teachers claimed that their classes "clearly understood" the program; version 2 teachers made the same claim only one-third of the time. (This difference is statistically significant at the .10 level, X^2 test.)

Not only did version 1 classes understand better, but the teachers regarded version 1 as rather more helpful in leading into a discussion of the key feelings and emotions. Sixty per cent (60%) of the version 1 teachers said the program made it "much easier" to discuss the relevant feelings; for version 2, the comparable figure is 26%.

Must I, May I.

The degree of student participation in discussion provoked by the alternate versions of "Must I, May I" is equal. This is in contrast to "In My Memory" and "Living With Love" where the augmented version had a lower participation rate than the unadorned version.

For this program, teachers were more likely to come to grips with the program theme following a viewing of version 2 than version 1. Seventy three per cent (73%) of the version 2 teachers and only 46% of the version 1 teachers were found at the two most extreme values (engagement end) of the six-point "avoided subject-engaged subject" scale.

Teachers tended to dominate the discussion less with the alternate version. For version 1, 38.4% of the classrooms were reported by observers as a 5 or a 6 on a six-point teacher domination scale. For version 2, the corresponding statistic is 26.6%. This jibes nicely with the report by the teachers that 44% of the version 2 classrooms were more involved than ordinarily in the post-viewing discussion. The figure for the version 1 classrooms is 25%.

At the same time that teachers are indicating greater student involvement in discussion, they also report that the shorter version of the program 1.) promotes greater ease among the students, 2.) is liked by

the students more, and 3.) is understood more by the students.

Summary.

The differences between versions as reflected in the reports of the observers and the questionnaire responses of teachers are equivocal taken as a whole, although certain tendencies are quite clear.

1.) In two out of three cases, the alternate ending version was associated with lower student participation rates. A larger percentage of students took part in the discussions following the short version. In the third case ("Must I, May I") there was no difference in participation rates.

2.) Teachers were clearly less tense, according to the classroom observers, in discussing version 2 than in discussing version 1.

3.) Although the proportion of students participating in discussion is lower with 2 than with 1, teachers play a less prominent role in the version 2 discussion.

4.) According to the teachers, students "like" both versions equally well. In the teachers' view, the short version of "Living With Love" and "Must I, May I" are "understood" better than the extended version. The opposite is the case for "In My Memory."

5.) Teachers report that students are less at ease in discussion following version 2 of "In My Memory" and "Must I, May I," and more at ease following version 2 of "Living With Love."

6.) For all three programs, higher proportions of version 1 than version 2 teachers see the program as a help in discussing the particular feelings central to the program.

Comment.

For all three dual version programs, the alternate ending versions put the teachers more at ease and give the students a larger role in directing the discussion.

For two of the three programs ("Living With Love" is the exception) students are reported by their teachers as more involved in the discussions than their version 1 counterparts and, as a consequence, the discussions run considerably longer. For these same two programs teachers report that their version 2 students are less at ease in discussion. This is very likely a result of their higher involvement and is consistent with the concept of the series. For "In My Memory" and "Must I, May I" the alternate ending appears to be a significant asset. The "tag" at the end apparently provided otherwise untrained, uncoached teachers and students the base from which to launch a significant discussion. A thorough and wide-reaching utilization and training program may eliminate the advantage provided by the alternate versions of these two programs.

"Living With Love," version 2, also sets the teacher more at ease and permits the students a larger role in shaping the discussion. However, the students are reported as being less personally involved in the ensuing discussion, and the discussions themselves are shorter for version 2 than version 1. This result, inconsistent with the findings on the other two alternate programs, may be due either to the nature of the production (e.g., it is much less narrative than "In My Memory" and "Must I, May I") or to peculiarities of the particular classrooms which were designated to view "Living With Love." We are inclined to think the anomal results from a combination of these two factors.

LENGTH OF DISCUSSION BY PROGRAM

The median length of the post-program discussions was approximately 15 minutes. The programs differed considerably in the amount of discussion they stimulated or rather, in the amount of discussion they were permitted to stimulate by the classroom teacher. The longest discussions are associated with "Names Will Never Hurt," the shortest with "In My Memory," version 1 (short). Seventy four percent (74%) of the classrooms viewing "Names Will Never Hurt" held discussions lasting longer than fifteen minutes; the comparable figure for "In My Memory," version 1, is 19%. The augmented version of "In My Memory" was accompanied by somewhat longer discussions--over half of the discussions (57%) lasted beyond 15 minutes. A similar, although lesser, difference may be noted between the two versions of "Must I, May I." While 35% of the discussions of the short version lasted past 15 minutes, 41% of the alternate version lasted that long.

The differences between the two versions of "Living With Love" were in the opposite direction. The shorter version produced lengthier discussions than the augmented version. Forty-seven percent (47%) of the short version discussions went past 15 minutes; 34% of the long version discussions went past the 15 minute mark.

"How Do You Show," available in only one version, produced relatively short discussion periods; 23% exceeded 15 minutes compared to the across-program average of 43%. Only 6% of these discussions were beyond 20 minutes. Over one-fourth (26.4%) of all discussions following all programs exceeded 20 minutes.

In summary, longer discussions are associated with the alternate ending versions of "In My Memory" and "Must I, May I." The alternate form of "Living With Love" was followed by shorter discussions than the version minus the "tag." "Names Will Never Hurt" and "How Do You Show" were followed by the longest and shortest discussions, respectively, of all the programs.

Although the nature of the evaluation design precludes any straightforward attribution of causality, the data presented above (and in table form on the following page) in combination with knowledge of the programs themselves, are suggestive of a pattern. The two alternate versions (of "In My Memory" and "Must I, May I") relative to their counterparts, and "Names Will Never Hurt" relative to all programs and versions of programs are more successful in generating discussions. These three programs share two things: first, they are each conceptually complex and, second, each has a fairly didactic closing sequence. The remaining programs, "How Do You Show" (without a didactic close) and "Living With Love" are both conceptually simple. Given this simplicity, "How Do You Show" generated short discussions and "Living With Love" was not improved by the alternate ending.

The implication is that for complex programs (whether or not they deal with "sensitive" topics), some fairly overt ending which defines the issues is likely to facilitate discussion. Less difficult programs are not helped by such endings and may even be slightly harmed.

LENGTH OF DISCUSSION BY PROGRAM*

TIMELAPS	COUNT / ROW PCT / COL PCT / TOT PCT	1 NAMES NOT HURT 1.00	1HOW DO YOU SHOW 3.00	1 IN MY MEMORY 5.00	2 IN MY MEMORY 6.00	1 LIVING W.LOVE 7.00	2 LIVING W.LOVE 8.00	1 MUST I MAY I 9.00	2 MUST I MAY I 0.00	ROW TOTAL
	PROGNUM									
1.00		1	10	4	7	2	12	9	3	48
FIVE MINUTES		2.1	20.8	8.3	14.6	4.2	25.0	18.7	6.3	15.5
		1.6	21.3	12.5	30.4	6.7	24.0	28.1	9.4	
		0.3	3.2	1.3	2.3	0.6	3.9	2.9	1.0	
2.00		9	12	6	0	6	9	7	7	56
5-10		16.1	21.4	10.7	0.0	10.7	16.1	12.5	12.5	18.1
		14.1	25.5	18.7	0.0	20.0	18.0	21.9	21.9	
		2.9	3.9	1.9	0.0	1.9	2.9	2.3	2.3	
3.00		7	14	16	3	8	12	5	9	74
10-15		9.5	18.9	21.6	4.1	10.8	16.2	6.8	12.2	23.9
		10.9	29.8	50.0	13.0	26.7	24.0	15.6	28.1	
		2.3	4.5	5.2	1.0	2.6	3.9	1.6	2.9	
4.00		9	8	5	6	6	5	5	6	50
15-20		18.0	16.0	10.0	12.0	12.0	10.0	10.0	12.0	16.1
		14.1	17.0	15.6	26.1	20.0	10.0	15.6	18.7	
		2.9	2.6	1.6	1.9	1.9	1.6	1.6	1.9	
5.00		12	2	0	3	5	9	4	3	38
20-25		31.6	5.3	0.0	7.9	13.2	23.7	10.5	7.9	12.3
		18.7	4.3	0.0	13.0	16.7	18.0	12.5	9.4	
		3.9	0.6	0.0	1.0	1.6	2.9	1.3	1.0	
6.00		26	1	1	4	3	3	2	4	44
MORE T. 25		59.1	2.3	2.3	9.1	6.8	6.8	4.5	9.1	14.2
		40.6	2.1	3.1	17.4	10.0	6.0	6.3	12.5	
		8.4	0.3	0.3	1.3	1.0	1.0	0.6	1.3	
COLUMN TOTAL		64	47	32	23	30	50	32	32	310
		20.6	15.2	10.3	7.4	9.7	16.1	10.3	10.3	100.0

*Timelaps: Length of discussion
Prognum: Program. A "1" prior to the title indicates a short version. A "2" indicates an alternate ending version.

SUMMARY OF TAPE RECORDED INTERVIEWS WITH SCHOOL CHILDREN

The following are salient points which were gleaned from tape recorded conversation with 3rd and 4th grade children in the Pittsburgh Public Schools and in the North Allegheny School District, north of Pittsburgh. The programs shown were "How Do You Show...," "In My Memory," "Must I, May I," and "But Names Will Never Hurt." The programs were shown in pairs; "How Do You Show..." with"In My Memory," and "Must I, May I" with "But Names Will Never Hurt." Two classes, a 3rd and a 4th, saw each pair in the North Allegheny School District. In Pittsburgh, a 4th grade class watched "But Names Will Never Hurt," and a 3rd grade class watched "In My Memory."

The condensed versions of these conversations are included as an appendix to this report. These conversations differ from the other classroom observations included in this report in that the teachers were not involved and an attempt was made to make the discussions as little observer-directed as possible. The conversations were held with small groups of children (4 to 7) in a spot isolated from the rest of the class. Groups were mixed; some were all boys, some all girls, and some mixed.

It should be remembered that students registered their comments on the tape recorder directly after viewing the programs, and without the benefit of a classroom discussion. The results of these interviews, then, should provide both an indication of the strength of "Inside/Out" programs in the event of poor classroom discussion or the absence of classroom discussion, and an indication of what teachers should clarify for their

students in discussion.

Must I, May I.

The most intelligent children in these discussion groups got the message of this program with little difficulty, but those of average or less intelligence (based upon the discussion leaders subjective impressions) had some difficulties.

Many of the children missed the point that the program was about seeking and accepting the proper amount of responsibility in the process of growing up. They gathered that the little boy had too little to do, and the girl had too much. But they tended to moralize about this situation: the little boy shouldn't talk back to his mother, the girl shouldn't complain or shirk her responsibilities, the two should change places for a while to see how they like it.

Most children failed to see that the little boy rebelled against his mother because he wanted more responsibility. They characterized him as spoiled, lazy, and unappreciative.

Many children thought that because the two stories went on simultaneously the two children were going to meet. The excessive noise and traffic in the city and the frequent mention and use of bicycles led them to believe an accident was going to occur, perhaps involving both children. Several said that for a long time they thought they were watching a "safety film."

The movement back and forth between the girl's and boy's story annoyed some children, but most understood the purpose of this technique. Most all the children understood that the little boy was happy to be asked to deliver a prescription, but some criticized him for not being more careful with the

package. Many children also thought the little boy intended to steal something in the drugstore.

There was some confusion about where the little girl's mother was, although this was verbalized in the program.

But Names Will Never Hurt.

Most children have little difficulty grasping what this program is all about. They can relate the story, remember fine details, and with probing can realize that both boys display prejudice at some point in the program. They also understand that prejudice is more than just dislike for someone, and that it involves classes of people. The problems which we discovered with this program are problems of detail.

First, the children cannot relate flag burning, marching in the streets, and other such historic examples of prejudice to their own experience. These scenes do not make an impact, and lend some minor confusion.

There is some confusion as to where Mark lives and what his nationality is: France, America, Ohio...? There is also some confusion about the two parts of Ottawa and where Mark has gone when he is in Hull.

It is unclear whether the French-Canadians in Hull do not speak English to Mark out of inability, misunderstanding, or prejudice. If this ambiguity was intended, there is no problem. If a clear message was intended, it was not received.

In My Memory.

"In My Memory" is a very moving production. Both teachers and students watch closely and many children and their teachers come close to tears.

However, when discussing the program afterward, the children tend not to verbalize their feelings too well. Most commonly, they say that they are sad, and they relate experiences about grandparents or pets who have died. Although they can obviously feel sadness, and state that they are sad, they have difficulty abstracting their experience and suggesting how one ought to deal with death. Many do remember, however, that the mother in the program said that the dead live in our memories.

With enough probing, the children remember the father's analogy relating the life process to the flower, and the mother's statement that it is all right to cry together. It may be the case that at this age children have not really learned to repress feelings of sadness, so that the program is merely a reaffirmation of their behavior.

Boys are critical of this program because they feel that it lacks action. This is especially true of boys who previously viewed "How Do You Show." Both boys and girls sometimes criticize the program because it is too somber, and there is too much crying.

The father's beard did not arouse much comment, though several children did not care for it.

The children feel that a ten year old should know more about death and should realize that Grandma will never return. It is perhaps for this reason that some of the children believe that Linda is 7 or 8 rather than 10 or 11.

Teachers have their own criticism of "In My Memory." They feel that it leaves the impression that only old people die, and thus fails to give a true picture of the reality of death.

How Do You Show.

This is a very popular program, especially with little boys, because of the action and excitement it contains. But the message gets through only with difficulty, and sometimes not at all. Although the theme song is catching and the meaning obvious to adults, children tend not to remember the words, or if they do, not to relate the words to the events in the program.

The children do not catch the title, which further hinders understanding of the program. In fact, the discussion leaders also missed the title. In the print used for the tests, it must have been absent or obscure for some reason.

Some of the girls like this program as well as the boys, but others have difficulty relating to it at all. Unfortunately, a conversation with five girls which best illustrates this point was lost due to a malfunction of the tape recorder. But the gist of the lost conversation was that the girls didn't like the program because: boys shouldn't fight, they shouldn't go through the cemetery, they shouldn't play in garbage cans, they shouldn't eat cake when their mother told them not to, and little girls don't like baseball. Thus, for a certain segment of the population of 3rd and 4th grade girls, this program is "male chauvinist."

If this program is to achieve effectiveness along with its popularity, something must be done to clearly alert the children at an early stage that this is a program about expressing feelings.